

Aligning workplace pedagogies with learners: What do they need to know?

Dr Sarojni Choy
Queensland University of Technology



Queensland University of Technology

CRICOS No. 000213J

Focus

- Learning in the workplace
- Students on workplacement
- Workplace pedagogies
- Skills to apply workplace pedagogies



a university for the real world

CRICOS No. 000213J

Literature

Research findings:

- Learners' conceptions of knowledge and learning, along with learning orientations, influence the strategies they use and the quality of outcomes they achieve.
 - Conceptions affect the cognitive processing strategies.
- (eg. Entwistle & Peterson, 2004; Vermunt, 1996, 1998; Boulton-Lewis, Marton, Lewis & Wilss, 2000; Morgan & Beaty, 1997; and Purdie & Hattie, 2002)

Conclusion:

- A comprehensive conceptual knowledge and understanding of workplace pedagogies and skills for learning in the workplace would enhance students' learning.



a university for the real world

CRICOS No. 000213J

My research

- Explore students' knowledge and understanding of strategies, techniques, sources and approaches in the workplace.
- Workshop
- Explore how often students apply the different learning approaches, their perceived effectiveness and usefulness, and examples of learning outcomes achieved.
- How best students be prepared before, during and after workplacement.



a university for the real world

CRICOS No. 000213J

Learning in the Workplace

- Learning based in the workplace effects academic, personal and career development; interpersonal and team relationship; professional behaviour and work projects (Raelin, 2008).
- Socio-cultural environments provide the cognitive tools (ideas, theories and concepts) to establish frames of reference that shape interpretations, meaning schemes and perspectives, and knowledge formation (Mezirow, 1991).
- Knowledge is conceptualised and contextualised within the context of the workplace so that it translates into more meaningful outcomes for individual and organisational objectives. Vygotsky's (1978) theory of constructivism.
- Personal epistemological practices + academic learning skills + workplace learning skills - to navigate and mediate between the classroom and the workplace.



a university for the real world

CRICOS No. 000213J

Workplace pedagogies

- Daily work practices
- Coaching
- Other workers
- Questioning
- Observing and listening
- Modelling
- Workplace document procedures (Billett, 2002)
- Interplay between these elements and dimensions such as learning spaces, workplace affordances and student's agentic roles.
- Each dimension is appropriate for its own type of learning and may not be available or afforded at all times.
- Need to understand and know which is most appropriate for which type of learning or when to appropriately access these.



a university for the real world

CRICOS No. 000213J

Traditional academic learning skills

- Learning from instruction (listening, taking notes, summarising, questioning);
- Performing assigned learning tasks (understanding the purpose of a task, following instructions, anticipating the kinds of responses required);
- Relating practical experiences to the material being taught and applying the principles derived from theory and research;
- Basic learning skills such as finding information, organising and categorising thoughts, reviewing material for examinations, developing exam techniques; and
- Learning how to generalise and when to generalise (Tennant, 2000, p. 126-127).

Skills for learning in the workplace

- Analysing work experiences
- Learning from others
- Functioning with incomplete information
- Contemplating multiple courses of action to decide on the most appropriate action at a given moment
- Learning about organizational cultures and sub-cultures
- Expanding learning opportunities by using a range of resources and activities
- Understanding various competing interests in the profession (Tennant, 2000).

Mapping

- Academic learning skills
 - Workplace learning skills
 - Workplace pedagogies
- (See handout)

Conclusions

- Tennant's list of academic and workplace learning skills complement each other
- His list of workplace learning skills map well against Billett's elements of workplace pedagogies.
- Considering that learners' conceptions of knowledge and learning along with learning orientations influence the strategies they use and the quality of outcomes they achieve, students preparing for workplacement need to understand and develop workplace learning skills to optimise their learning through workplace pedagogies they may have access to.